DOCUMENT RESUME

ED 096 243 95 SP 008 216

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TITLE Programmatic Development of In-Service Teacher Education.
INSTITUTION ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Sep 74
NOTE 19p.

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Inservice Teacher Education; Teacher Centers; Teacher Workshops

ABSTRACT

A "programmatic concept" of in-service education is suggested. In-service activity congruent with the concept must emerge from an operational complex which has demonstrated the capability to create and/or diffuse instructional programs targetted to a group of teachers with particular needs. Three approaches which fit the criterion rule are described: (a) in-service education as a programmatic activity of teacher education centers, (b) in-service education as a product of specialized instructional and curriculum product/training centers, and (c) in-service education as disseminated through specialized workshops. Examples which fit each of the three approaches are presented. A 29-item annotated bibliography is included. (JA)

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# PROGRAMMATIC DEVELOPMENT OF IN-SERVICE TEACHER EDUCATION

*by Marvin Pasch*

Published by
ERIC Clearinghouse on Teacher Education
Number One Dupont Circle, N.W.
Washington, D.C. 20036

Sponsored by: American Association of Colleges for Teacher Education (fiscal agent); Association of Teacher Educators; Instruction and Professional Development, National Education Association

September 1974

*SP 008 216*

## FOREWORD

This is the first paper in a series that explores aspects of in-service teacher education. The Clearinghouse planned this series last year in response to large numbers of requests for information about what has become possibly the most important phase of teacher education in the U.S.

Topics of forthcoming papers in the series include in-service education of beginning teachers, the role of the university student teaching supervisor, and in-service education of teachers of disadvantaged adults.

You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Career Education (CE) and ending with the ERIC Clearinghouse on the Disadvantaged (UD). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education. For readers uncertain how to use ERIC capabilities effectively, we recommend How To Conduct a Search Through ERIC, ED 036 499, microfiche $.75; hardcopy $1.85. It is available from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210.

*--Joost Yff, Director*

September 1974

In-service teacher education has often been represented in terms of the "professional advancement" of working teachers. Generally, advancement in past years was confined to salary advances or promotions to administrative or supervisory positions (1)*. Frequently, on-the-job performance was stirred to a greater extent by the yearly infusion of young, enthusiastic first-year teachers. Although novices in terms of classroom experience, those who were most capable often became disseminators of the latest pedagogical and subject knowledge among their veteran teacher colleagues. Recently, this annual change process has slowed dramatically. In 1969, there were over 78,000 new teaching positions in the United States; in 1972, less than 20,000 such positions were available (6). Thus, because of a number of factors, i.e., stable or declining birthrate and rising inflation, school administrators will have to rely increasingly on effective in-service education to introduce new contents and methods into the schools.

Effective in-service education is not likely to result from the time-honored "staff development day." Too often, these episodes are planned around an overly generalized theme such as "Humanizing Education" or "Planning for Progress." The workshop activities begin with a "jarring" large-group address from an outside consultant and are followed by small-group discussions which often either deteriorate into small talk or focus on long- or short-term grievances. In such cases, teachers can expect neither salary nor performance advancement (19).

Effective in-service education is not likely to result from the "homogenized" university graduate degree program. The better programs generate considerable theoretical power for thinking teachers; rarely do any of the programs have built-in effective mechanisms to meld theory into practice. Elementary and secondary teachers enter graduate education with monetary reward or promotion as motivation; positive teaching performance consequences are a bonus for the fortunate.

Effective in-service education is likely to result from a "programmatic development" approach. Such an approach is defined by this author as in-service activity which *emerges from an operational complex which has demonstrated the capability to create and/or diffuse instructional programs targetted to a group of teachers with particular needs.* In this article, three approaches which fit the criterion are described:

1. In-service education as a programmatic activity of teacher education centers,

2. In-service education as a product of specialized curriculum and instructional product/training centers, and

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*Numbers in the text refer to entries in the bibliography.

3. In-service education as disseminated through specialized workshops.

The teacher education center appears to be an appropriate vehicle for effective in-service education. Centers can create, implement, and validate workshops, seminars, and courses offered free to cooperating teachers in return for their efforts with student teachers (5). The Montgomery County (Maryland) Department of Staff Development reports the design and appropriate testing of six basic teaching competency courses: Analysis of Teaching, Supervising Skills, Micro-teaching Laboratory, Behavior Modification in the Classroom, Setting Behavioral Objectives, and Assessing Pupil Achievement (17). The ERIC/ORBIT Retrieval Service cites an article which conceptualizes a model teacher education center. Based on the Bay Shore-Stonybrook (Long Island, New York) Center, the article stresses the role and function of the facilitator for staff development and the workshop methodology used in the center (8).

In a more cautious discussion of teacher centers, Pilcher warns advocates to consider the subordinate role of the American public school teacher vis-a-vis the "professional expert" who generally delivers the in-service message. He brings back into consciousness the plantation owner/slave analogy to explain why in-service messages often fail to produce lasting instructional results (24). Focusing on this danger, Pasch and Pozdol maintain that center development must be a product of joint planning between public school and university personnel. Center operations must be marked by a collegial relationship where each person in a leadership position works to further the goals of the center (22). Generally speaking, if a center is judged by its various clients as being worthy and legitimate, in-service education sponsored by the center inherits that good will.

In a college of education action proposal, professors MacNaughton, Pasch, and Rogus of Cleveland State University suggest the creation of a coordinating committee to direct each functioning center (15). Such a committee is presently functioning at Center West (Lincoln West High School Attendance Area), a joint effort of Cleveland Public Schools and Cleveland State University. At Center West, the committee endeavors to do the following:

1. Assist CSU staff in identifying strengths and weaknesses within the existing program and developing plans for overcoming stated weaknesses;

2. Identify cooperating teacher concerns relative to the process of supervision;

3. Disseminate among cooperating teachers helpful data relative to student teaching supervision;

4a. Develop specific guidelines for expending monies from the Professional Development Fund (The primary purpose of the fund is to facilitate improvement of instructional skills among center teachers and to enable said teachers to refine their competencies as classroom teacher educators. In general, these purposes can be carried out through formal courses, workshops, and other forms of professional development activity); and

b. Monitor plans for fund expenditure.

The Professional Development Fund, derived from student teacher tuition monies, is a key mechanism in the conceptualization of the center. The fund provides a sense of legitimacy and a substantial impetus to the committee's staff development efforts. In addition, since the committee elected to schedule meetings during the school day, the fund is utilized to remunerate substitutes. Interestingly, after this decision was made, public school teachers assumed the major center leadership roles. The Center West concept, with its Professional Development Fund mechanism, will soon be extended to an east-side Cleveland public school center.

The development of specialized curriculum and instructional product/training centers is an appropriate vehicle to implement in-service education. Two possible configurations of this concept come to mind. The development of instructional products in the form of printed and/or audiovisual packaged material for specific staff development purposes is a function of specialized centers. Kirby sees well-designed, accountable, packaged material as useful not only for in-service but also preservice and graduate study (12). Merwin researched competency-based in-service modules and concluded: "When appropriate training materials are utilized, the principles and practices of competency-based education can be successfully employed for inservice education" (16).

An excellent directory of in-service packages was compiled by Poliakoff under the auspices of the ERIC Clearinghouse on Teacher Education. This list of materials, available in 1971-72, contains packages produced by regional educational laboratories and research and development centers (26). Most training packages concerned inquiry, instructional planning, training in new curriculum efforts, and innovative organizational patterns. Updates of newly created packages can be secured by contacting each of the centers. Another excellent and more recent source is the *CEDaR Catalog of Selected Educational Research and Development Programs and Products*, 4th edition (4). In another article, sponsored by the Northwest Regional Educational Laboratory, Jung describes 24 packages expected to be completed by the end of 1976. They concentrate within six general learning processes independent of subject area. The processes include Teaching for Affective Growth, Pupil-Teacher Interaction, Objective Analysis and Planned Change, Interpersonal Relations, Preparing Educational Training Consultants, and Education as a System To Support the Growth of Human Potential (11).

The second function of specialized centers is direct training and support for teachers and staffs usually in regions contiguous to the center. Generally, centers that create packaged materials have training personnel who may accompany the material. Other centers concentrate on person-to-person consultation and specialized training programs. The Kanawha County, West Virginia PACE Center aims to assist classroom teachers to improve educational services to children with learning problems. Through its Center Clinic and Mobil Clinic Laboratories, the center staff provides immediate, on-the-job support for classroom teachers in the individual buildings (27). In the Atlanta, Georgia area, seven metropolitan school systems have created a Cooperative Education Service Agency to

1. Identify joint service needs,
2. Develop program criteria and set performance criteria,
3. Administer planned programs, and
4. Systematically monitor results.

Three major programs have recently been undertaken: teacher evaluation, administrator assessment, and assessment of special education activities (3).

The state of Texas has created regional education service centers to provide consultation, teaching materials, and technological assistance to public school teachers. These centers, which began as traditional media facilities, have expanded into in-service centers with strong interests in curriculum development, data processing, and testing and counseling (18).

At Cleveland State University, the Department of Secondary Education has conceptualized a Curriculum and Instructional Development Center as a service agency to area public schools. The rationale supporting the center's existence rests on the principle that teachers should be "designers rather than consumers of instruction" (7). As a result, a proposal requesting local foundation funding has been generated to assist public school teaching staffs to create instructional units for the particular pupils in their schools (23). In addition, the CID Center will store and disseminate Learning Activity Packages and other teacher-developed products throughout Cuyahoga County.

Effective in-service education can result from activities developed through specialized workshops. Such workshops may be concomitant to specialized centers described earlier. For instance, the Department of Secondary Education of Cleveland State University, in cooperation with the Richmond Heights School District, has sponsored two 6-week summer workshops in the development of Learning Activity Packages. However, workshops may also be developed independent of any center association. Schmid and Scranton suggest that such independent programs be designed according to a "longitudinal in-service model." The model provides for (a) selection of an area of training and appropriate behavioral objectives, (b) presentation of the theoretical foundations

of the area selected, (c) practical application, and (d) evaluation procedures to measure goal achievement. The authors suggest that longitudinal in-service training differs from traditional approaches in that the emphasis is on application of the training concepts in the classroom (28).

The ERIC/ORBIT Retrieval Service describes in-service workshop programs for various targetted populations and specific training competencies. The following programs seem congruent with the criteria suggested earlier by Schmid and Scranton. Teachers and ancillary personnel from 15 schools in Los Angeles across all grade levels and adult education explored materials and techniques for teaching minority group children. Activities included presentations from resource people followed by small-group reaction discussions and field trips. Also, small-group interaction sessions were held among participating teachers, student aides, community representatives, and parents. The resultant discussions were judged to be the most satisfactory aspect of the program; lack of administrator involvement was judged as most unsatisfactory. The workshop report includes schedules and summaries of content, activities, and resources (14).

The California State Department of Education narrates the final report of a project to schedule gifted children in all-day, full-week special classes. The report includes case studies, lists of developed materials, guidelines, and research efforts undertaken during the 3 1/2-year life of the demonstration project. Program leaders believe the selected children improved their problem-solving skills, ability to apply principles, and insights into the nature of learning (25).

The Union Township (New Jersey) Board of Education reports an interim progress assessment of a program to identify and remediate perceptual deficiencies in kindergarten and primary-grade students. The report includes screening instruments and warm-up, form perception, and gross motor exercises. (29).

Oklahoma State University conducted a six-week teacher education institute to assist vocational agriculture teachers to prepare students for off-farm agricultural occupations. Presentations by resource personnel, committee work, and field trips were the major activities. Workshop instruction was the most satisfactory aspect of the program. Lack of administrator involvement was the least satisfactory (9). Also reported is a vocational agriculture workshop for teachers in agricultural business programs. The report includes recommendations in all areas of the instructional process from planning through implementation. Units of instruction are included, as are supplementary materials (21).

Nebraska State Department of Education summarizes a two-week adult education workshop for personnel involved in the teaching of the undereducated adult. Participants assisted in choosing workshop content through diagnosis of their own needs. Successful and unsuccessful aspects of the workshop are delineated with suggestions for improvement. Supplementary materials are presented in the appendices (20). In quite a different vein, Janesczko and Skapura describe a workshop for English teachers with the goal of making poetry come alive for students. The report includes step-by-step procedures for replicating the workshop elsewhere (10).

Finally, two comprehensive models of teacher education at large universities are described. First, Benjamin and others report the innovative elementary preservice and in-service program at Syracuse University. Several component subprograms are included, complete with objectives, activities, and assessment procedures (2). Secondly, Larrey sketches a secondary teacher education program at Stanford University which integrates preservice and in-service activities in one continuous professional education program. The program is designed to meet current demands in the schools surrounding the Stanford community (13).

## BIBLIOGRAPHY


1. Beckerman, Marvin M. "Educational Change Agents: An Inside-Outside Team." Educational Leadership 30, no. 6 (March 1973): 530-32.

   The author suggests a systematic approach to in-service education by creating two new roles--training specialist and extension educational specialist. The training specialist must be able to display leadership qualities while the extension educational specialist must be able to diagnose and solve problems within the school system.

2. Benjamin, Williams, and others. Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Vol. II. New York: Syracuse University, October 1968. 269 pp. ED 026 302.

   This report contains the remaining program elements and support system models for the proposal described in volume I (ED 026 301). One section is devoted to each of three "program components" (unified sets of curricular instructional experiences each comprised of several "instructional modules," planned instructional episodes from several hours to several months in length). The sections on the professional sensitivity training component and the social-cultural foundations component, which emphasizes educational philosophy and sociology, contain rationale, organization, and outlines of the instructional modules, each including prerequisites, estimated time, operational objectives, and description of instructional activities with flow chart. The outline of the self-directed component, emphasizing individualized instruction and utilization of educational technology, includes justification and an operational description including facilities and staffing.

3. Bentley, Ernest L., Jr., "Comprehensive Staff Development." Theory Into Practice 11, no. 4 (October 1972): 262-65.

   The Cooperative Education Service Agency operates on the philosophy that interdependence and cooperation are vital to staff development. The agency model consists of four steps: (a) identifying the need, (b) developing performance criteria and proficiency models, (c) administering prescribed alternatives, and (d) systematically monitoring the program. The author describes two programs that follow this model.

4. Burton, Mary Kennedy, ed. CEDaR Catalog of Selected Educational Research and Development Programs and Products. 4th ed. 2 vols. Portland, Oreg.: Commercial Educational Distributing Service, April 1974. ED numbers for vols. 1 and 2 will appear in the September issue of RIE.

   Volume one describes the programs and completed products of all 20 CEDaR members. Volume two deals with products still in developmental stages. Each volume specifies the product's name, developer, target audience, evaluation, availability, and--where appropriate--price.

5. Collins, James F. "The Teacher Education Center Concept: A Unifying Approach to Teacher Education." Educational Leadership 27, no. 6 (March 1970): 544-47.

   The author emphasizes continuous career development through a coordinated program of preservice and in-service experiences revolving around a teacher education center. The teacher education center is staffed by the coordinator (administrator), resource consultant supervisor (university supervisor), and supervising teachers.

6. Cunningham, Richard C. "Resurrecting Meaningful Inservice Training." Journal of Reading 15, no. 7 (April 1972): 485-87.

   The author has developed an in-service model with three phases: Phase I, Design and Planning; Phase II, Implementation; and Phase III, Evaluation.

7. Edmonds, Victor, and Marvin Pasch. "The Teacher: Consumer or Designer?" Educational Technology, January 1974, pp. 50-51.

   The authors suggest that instructional progress will occur only when teachers change their role from consumer to designer. Rather than having the teacher spend most of his time utilizing someone else's products, the authors maintain that he develop and design his own methods and materials of instruction.

8. Fibkins, William L. "A Proposed Model for Starting a Teacher's Center in the Schools." 1973. 20 pp. ED 081 729.

   This article proposes a rationale for the development of a model teacher center and a model for the position of facilitator for staff development at the center.

9. Hull, William L., and others. Developing Occupational Experience Programs in Agricultural Distribution. Stillwater: Oklahoma State University, Stillwater Research Foundation, October 1967. 132 pp. ED 022 010.

A 6-week teacher education institute, the second of two, focused on the use of distributive information and methods by vocational agriculture teachers in the preparation of students for off-farm agricultural occupations. The specific objectives were to (a) upgrade teachers in distribution, (b) acquaint teachers with cooperative education methods, (c) broaden rural school offerings, and (d) adapt existing distributive materials to agriculture.

10. Janeczko, Paul B., and Robert Skapura. "Poetry Is Alive and Well: A Workshop Blueprint." English Journal, November 1970, pp. 1131-34.

The authors list step-by-step procedures used in planning and organizing a poetry workshop for English teachers in the Parma, Ohio area.

11. Jung, Charles. "Instructional Systems for Professional Development." Theory Into Practice 11, no. 5 (December 1972): 276-84.

The Improving Teaching Competencies program at the Northwest Regional Educational Laboratory is developing 24 instructional systems for the professional development of educators. The 24 systems can be divided into five components: (a) Teaching for Affective Growth, (b) Pupil-Teacher Interaction, (c) Objective Analysis and Planned Change, (d) Interpersonal Relations, and (e) Preparing Educational Training Consultants (PETC).

12. Kirby, Paul W. "In-Service Education: The University's Role." Educational Leadership 30, no. 5 (February 1973): 431-32.

The author gives a brief description of how in-service education has become stereotyped. He suggests the use of "packages" to facilitate or replace workshops.

13. Larrey, Louis, Jr. "A Pluralistic Model for Teacher Education at Stanford." Paper presented at the CUFA section, annual meeting of the National Council for the Social Studies, 21 November 1972, Boston, Massachusetts. 13 pp. ED 073 964.

This paper describes the rationale behind the development of a model for secondary teacher education by the Stanford School of Education. New approaches in the area of teacher education are designed to meet these current demands in the schools: demands for teachers to have curriculum orientations which cross traditional curriculum boundaries; demands for teachers to be aware of and to deal constructively with student affect; demands for new patterns of staffing and resource utilization. The model itself consists

of three components: Phase I, continuous professional education programs (predoctoral); Phase II, doctoral programs; Phase III, research and development programs. Each deals with a particular domain of activity related to teacher education, and each intersects with the other two components, suggesting an integrated and unified teacher education effort.

14. Los Angeles Unified School District. A Program of Professional Development. Los Angeles: the district, Summer 1969. 44 pp. ED 035 585.

The report describes a 6-week summer workshop dealing with the problems and methods of teaching Negro, Mexican-American, and other minority group children. The workshop was conducted for 208 teachers and ancillary personnel in the 15 schools of the Jordan and Garfield Educational Complexes, Los Angeles. The two program components were coordinated by different sets of leaders on an alternating schedule. In the methodology component, 22 groups representing the various elementary grade levels and secondary and adult school subject areas explored teaching materials and techniques through a variety of resource people, research projects, and field trips. For the human relations component, which focused on feeling and attitudes, members were assigned to small discussion groups led by psychology and group dynamics specialists.

15. MacNaughton, Robert, Marvin Pasch, and Joseph Rogus. Cleveland Public Schools-Cleveland State University Center West Agreement, July 1974. Available from Marvin Pasch, Cleveland State University.

The authors state four basic principles on which the field experience component is based: (a) field experience centers should be located throughout the entire metropolitan area; (b) planning, implementation, and supervision should be a joint effort between the college of education and the participating public school district; (c) the college of education should extend professional development opportunities to public school teachers; and (d) cooperative efforts between the college of education and the public schools should be allowed to mature in a fluid, flexible manner.

16. Merwin, William C. "Competency-Based Modules for In-Service Education." Educational Leadership 31, no. 4 (January 1974): 329-32.

The author maintains that modules are essential. They must include prespecified objectives, techniques for assessing objectives, and opportunities for decision making regarding training needs based on successful mastery of objectives. The author describes a study in which two SIMs (self-instructional modules) were used. He concludes that the use of SIMs in in-service programs improves the quality of education.

17. Mulhern, Edward J., and Bruce A. McKay. "Staff Development: A Dynamic Model." Theory Into Practice 11, no. 4 (October 1972): 245-51.

The authors present a model for staff development that encompasses both preservice and in-service training. Teacher education centers are described along with career counseling opportunities.

18. Mullins, Mack W. "Regional Inservice Programs in Texas." Theory Into Practice 11, no. 4 (October 1972): 232-35.

The state of Texas provides a network of 20 Regional Education Service Centers to facilitate the implementation of new practices and make available a nonregulatory source of helpful coordination for local schools. The author describes the organization and policies of his center, Region XII in Waco, Texas.

19. Nagle, John E. "Staff Development: Do It Right." Journal of Reading 16, no. 2 (November 1972): 124-27.

The author maintains that in-service programs should be planned more effectively. The needs of teachers should be identified by recognizing those behaviors that promote successful classroom instruction. Behaviors that do not promote it should be eliminated. Once a model is established to promote successful classroom instruction, it can be used repeatedly.

20. Nebraska State Department of Education. Adult Basic Education Teacher Workshop, July 17-July 28, 1972. Lincoln: the department, July 1972. 60 pp. ED 070 942.

The Adult Basic Education Teacher Workshop was a two-week program designed to increase the competencies and skills of people involved in teaching the undereducated adult. Biographical information on the 30 participants is broken down according to sex, age, level of completed education, geographical residence, area of professional experience, and teacher work experience.

21. Oklahoma State University, Stillwater Research Foundation. Preparing Students for Employment in Agriculture, Agricultural Occupations Institute, Workshop Report (June 7-July 16, 1965). Stillwater: the foundation, July 1965. 117 pp. ED 017 625.

Thirty vocational agriculture teachers from 10 states attended a workshop to develop their abilities to instruct, supervise, and coordinate student activities at the high school level in agricultural business. Their activities resulted in this report, intended as a guide for agriculture teachers in initiating instructional programs for the off-farm agricultural occupations.

22. Pasch, Marvin, and Marvin Pozdol. "The Development of Field Based Teacher Education Programs at Cleveland State University." A position paper submitted to the College of Education, September 1973. ED number will appear in the November issue of RIE.

The authors outline and describe field-based programs in the College of Education at Cleveland State University. They list 10 broad areas including instruction, curriculum development, supervision, administration, human relations, counseling, program evaluation and research, mediated instruction, subject and skill competency areas, and others. These broad areas are to be used as guidelines to develop clearer and more specific competency areas.

23. Pasch, Marvin, and Jerrald Shive. "Proposal for Curriculum and Instructional Development Center." Cleveland, Ohio: The Cleveland State University, Department of Secondary Education, 1974. Available from Marvin Pasch, Cleveland State University.

The purpose of the proposal is to establish a Curriculum and Instructional Development Center at Cleveland State University. The focus of the center will be to encourage the development of teacher-designed Learning Activity Packages and their dissemination throughout area schools.

24. Pilcher, Paul S. "Teacher Centers: Can They Work Here?" Phi Delta Kappan, January 1973, pp. 340-43.

The author summarizes the role of the teacher center in America. He analyzes the three sets of power relationships necessary in establishing a teacher center. They are the relationship of teachers with the university and consultants, the relationship of teachers with school administrators, and the relationship of teachers with the local community.

25. Plowman, Paul D., and Joseph P. Rice. Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9. Final Report. Sacramento: California State Department of Education, March 1967. 467 pp. ED 019 763.

The report describes California Project Talent, a 3 1/2-year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for in-service training of teachers and developed appropriate workshops. It also invented, field tested, and disseminated special pupil units in (a) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy; (b) creative expression through a study of the literary element of characterization using Guilford's structure of intellect model; and (c) critical appreciation through a study of the fundamental forms of music using Bruner's process of education.

26. Poliakoff, Lorraine. "Directory of In-Service Teacher Education Packages." Journal of Teacher Education 22, no. 4 (Winter 1971): 517-26.

The author presents a directory of in-service teacher education packages produced by regional educational laboratories and research and development centers.

27. Sankowski, Eleanor. "Kanawha County Schools PACE Pre- and Inservice Training Center." Theory Into Practice 11, no. 5 (December 1972): 314-20.

The basic premise of the Kanawha County Schools PACE Pre- and Inservice Training Center Project is that all children can learn provided appropriate diagnostic/prescriptive education intervention techniques are utilized. The underlying aim is to bring about improvement in educational services to children with learning problems through the classroom teacher.

28. Schmid, Rex, and T. R. Scranton. "A Field Trial of the Longitudinal In-Service Training Model." Education 93, no. 2 (November-December 1972): 195-98.

The longitudinal in-service model provides for (a) selection of an area of training and the designation of behavioral objectives to be accomplished by the training program, (b) presentation of the theoretical foundations of the area selected, (c) supervised practical application of the foundational theory, and (d) evaluation procedures to measure goal achievement. The author presents an example that clearly illustrates the model.

29. Union Township Board of Education. A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Interim Progress Report. Union Township, N.J.: the board, April 1968. 44 pp. ED 026 766.

The report describes a perceptual enrichment program for all kindergarten children. The project also emphasizes intensive perceptual training for children manifesting deficiency in this area of development.

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The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published and unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training funds, and general services to the clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

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